

(April to July, 1924.
(September to December, 1924, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM IV.

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated first.

Old Testament History,* by T. M. Hardwick and the Rev. H. Costley-White (Murray, 3/6), Vol. I., pp. 1-100: selected Bible passages from *Genesis* i.-xxxv., inclusive. *The Saviour of the World*,* Vol. I. (P.N.E.U. Office, 3/-), pp. 107-159: Bible passages from index, or from *The Gospel History*, arranged by the Rev. C. C. James (Cambridge Press, 3/6). *The Acts of the Apostles*,* by E. M. Knox (Macmillan, 4/6), pp. 54-112, and the *Epistle to the Philippians* (Bible text only).

Optional: (a) S.P.C.K. *Bible Atlas** (1/3). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 7-39. (c) *Helps to the Study of the Bible* (Oxford Press, 4/6). (d) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (e) *The Prayer Book in the Church*, by the Rev. W. H. Campbell (Longmans, 3/-), pp. 1-14, with lessons on Whitsuntide and Trinity. Teachers may find useful for the Catechism, *Lessons on the Way*, by the Rev. Percy Dearmer, Vol. II. (S.P.C.K., 3/6).

For Sunday reading (optional):

Paterson Smyth's *Life and Letters of St. Paul* (Sampson Low, 3/6), pp. 76-162. *Our Bible in the Making*, by Dr. Paterson Smyth (Sampson Low, 3/6), pp. 76-131. *Blaikie's Life of Livingstone* (Murray, 2/6). Tennyson's *Poems* (Dent, Vol. I., 2/-): *Morte d'Arthur*, etc.

† The 99th term of work set since the Parents' Union School began.

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1½d. each, 1924). *A Boy's Book of Prayer*, by A. Davine (Methuen, 2/-), (out of print). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.).

Sunday Occupations: A Book of Centuries: see notes by Miss Bernau (P.N.E.U. Office, 4d.). Choose and inscribe mottoes in beautiful lettering (see "Bridges"), on good paper or vellum.

Writing.

Choose and transcribe passages from Shakespeare's *Hamlet*, and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from card 6.

Dictation (*A New Handwriting to be used*).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; words not known to be visualised; a paragraph to be then dictated or to be occasionally written from memory, see *Home Education*, pp. 240-243.

Composition. (Oral or written narration every day after each subject.)

(See Meiklejohn, pp. 176-188; 194-203.)

Essays on news of the week from the newspapers, or, on subjects taken from the Programme, etc. Verses, not doggerel (note metre of poems set for this term), on heroic events connected with the Empire. Write scenes for an Empire Pageant.

Take the P.U.S. Magazine (Editor, Miss N. Pott, c/o P.N.E.U. Office, 3/8 a year), and send a contribution in verse or prose.

English Grammar.

Purse and analyse from books read, making progress each term. Meiklejohn's *A New Grammar of the English Tongue* (4/-), pp. 45-63 (b).

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls, by H. E. Marshall (Jack, 10/6), pp. 656-679. Shakespeare's *Hamlet* (Blackie, Plain-text, 6d.). Dickens' *Black House* (Dent, 2/-). Ruskin's *Sesame and Lilies* (Allen, 2/-). *An Anthology of English Lyrics* (Methuen, 3/6): contemporary poets (1856-1880). Carlyle's *The Hero as Poet* (Blackie, 1/-). Tennyson's *Poems* (Dent, Vol. I., 2/-): *The Princess*.

English History.

A History of England, by R. B. Mowat, Section 3a (Oxford Press, 6/-), pp. 784-900 (1856-1880), or Gardiner's *History of England* (Longmans, 6/6), Vol. III, (1856-1880). Continue a chart of the 19th Century (see reprint from P.R., July, 1910, 3d.). Read the daily news and keep a calendar of events. Take the *Home and Class Room* section of *The Times* (direct from Times Office, 6/- yearly).

General History.

Medieval and Modern Times, by T. R. Robinson (Ginn & Co., 10/6), pp. 608-661 (omit questions), or, *Lord's Modern Europe* (Marshall, 5/-), 1856-1880. *Ancient Times: A History of the Early World*, by J. H. Breasted (Ginn, 10/6), pp. 533-623 (omit questions). Continue a Book of Centuries* (P.N.E.U. Office, 2/3), putting in illustrations from all history studied: see Notes by Miss Bernau (P.N.E.U. Office, 4d.).

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 118-189. North's Plutarch's *Lives: T. Q. Plaminius* (Dent, Vol. IV., 2/-); teacher to read with omissions: or, *Our Empire Story*, by H. E. Marshall (Jack, 10/6), pp. 245-341: *South Africa*. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Citizenship*,* by E. B. Worts (Hodder & Stoughton, 4/6), pp. 91-136 (narration instead of questions).

Geography.

The Ambleside Geography Books, Book V.* (P.N.E.U. Office, 5/-), pp. 326-332; 63-85. *Medieval and Modern Times*, pp. 661-672; 703-709 and 720-725. *Our Guardian Fleets in 1805*,* by H. W. Household (Macmillan, 8/-), pp. 81-65, or, *Blackie's Life of Livingstone* (Murray, 2/6). *Geikie's Physical Geography* (Macmillan, 1/9), §§ 224-270.

Know something about foreign places coming into notice in the current newspapers: see Appendix to Geography Book IV.* (P.N.E.U. Office, 9d.). Ten minutes' exercise on the map of the Empire every week: see maps 8 and 11: Phillips' *Modern School Atlas of (a), Comparative Geography* (5/-), (b), *Commercial Geography* (3/6), or together (7/6). See also tests under "P.U.S. Scouting" (P.N.E.U., 6d.), or, "Guiding."

Map questions to be answered from map and names put into blank map (from memory) before each lesson. Teacher may find useful *Out-Door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.

Winners in Life's Race,* by Mrs. Buckley (Macmillan, 6/-), pp. 89-129. *Elementary Studies in Plant Life*,* by F. E. Fritsch (Bell, 3/6), pp. 91-96; 102-124; 182-187. Keep a Nature Note-Book (P.N.E.U. Office, interleaved, 2/3), with flower, bird and insect lists, and make daily notes. For out-door work take some special April to July study, from Furneaux's *A Nature Study Guide* (Longmans, 6/6). Study wild flowers from six orders, see *First Year of Scientific Knowledge*, pp. 125-144. Learn the songs of six birds. See also tests under "Guiding."

General Science.

First Year of Scientific Knowledge,* by Paul Bert (Bell, 5/-), pp. 234-275. *Some Wonders of Matter*,* by Bishop Mercer (S.P.C.K., 5/-), pp. 34-63.

Hygiene and Physiology, Domestic Economy.
A Health Reader,* by W. H. Abrahall (Cassell, 3/-), pp. 55-96.

Picture Study.
Study, describe (and draw from memory details of) six reproductions* of pictures by Pintoricchio (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, for April, 1924.

Arithmetic.
Pendlebury's *New Shilling Arithmetic** (Bell, 2/3), pp. 131-141: Discount; Stocks and Shares. Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).
Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).
Teacher may find useful *Unconventional Arithmetical Examples*, by R. S. Williamson (Cambridge Press, 3/-).

Geometry.
A School Geometry,* by H. Hall and F. Stevens (Macmillan, Parts i.-iv., 3/6), pp. 158-169 and 170. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Algebra.
A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 100-105, 106-110, 122-129, or continue.

German.
Primary German Course,* by O. Siepmann (Macmillan, 5/-), Lessons 26-29, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested. For narration, *Haus's Märchen** (Blackie, 9d.).

or, preferably, Italian.

Perini's *Italian Conversation Grammar** (Hachette, 6/6), Exercises 24-27: 37-39, inclusive, taking necessary grammar only. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. For narration, six stories from *Cento Racconti per Fanciulli** (P.N.E.U. Office, 1/8).

Latin.

Latin,* Part I. (Murray, 2/6), pages 1-44, with corresponding exercises. Narration of continuous passages.

French.

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 28-30 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Le Trésor du Vieux Seigneur*,* by Ereckmann-Chatrion (Macmillan, 9d.). Read several poems and learn one 2/-).

Drawing.

Teacher should consult *Drawing, Design and Craftwork*, by E. J. Glass (Batsford, 12/-).

Tree studies from nature, teacher following method in *The Art of Drawing*, Album 2 (Philip & Tacey, 1/3). Illustrations of scenes from Literature. Memory drawing. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio, see April P.R.

Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons, or Psalm 87 and I. Chronicles xxix., 10-20 inclusive. Two poems from the Book of Verse set, or from Kipling's *The Five Nations*, Vol. 1 (Methuen, 3/-). *The Empire's Honour*, a pageant, by the Hon. Mrs. Lyttelton Gell (P.N.E.U. Office, words 2d., music 1/-) may be learned.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations should afford exercise in careful reading and in composition. Poetry should be read daily. *The Odysseys of Homer*, Chapman's Translation (Simpkin Marshall, 3/6), (out of print), Books 5-8 inclusive (to be read by teacher, with omissions). Mrs. Gaskell's *Cranford** (Nelson, 1/6). Tennyson's *Poems*.*

Musical Appreciation.

See Programme of Music (Handel) *Parents' Review*, April, 1924: *Our Work*. *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-).

Music.

Choose and learn a suitable composition from the Programme of Music.

Singing (see Programme of Music and Aural Training).

Three French songs, *French Songs with Music* (Blackie, 7d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). *Musical Groundwork*, by F. H. Shera (Milford, 3/6), Term II.

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6). *Peasant Dances and Songs of Many Lands* (Evans, 7/6). *How to Teach Dances* (Evans, 4/6). For Drill Students take House of Education Drills. For Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

Work.

Do some definite house or garden work. Claymodelling: *A Manual of Claymodelling*, by H. Unwin (Longmans, 4/6); make (a) a design for an Empire medal, and (b) six other models. *Heaton's Cardboard Modelling*

(Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley Street, Hunslet Lane, Leeds). *Simple Garments for Children*, by E. Synge (Longmans, 7/6), or, *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. See also "Guiding," or, "P.U.S. Scouting" (P.N.E.U. Office, 6d.). All girls should take the First Aid and Housecraft Tests. Help in an Empire pageant for the "Save the Children Fund," 42 Langham Street, London, W.1.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. may work together in all history and literature subjects.

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*); special clipped book post envelopes, 4d. for 3. Also the School Badge (silver, 4/6, metal, 9d.). School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (cotton 1/-, silk 2/9). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 7.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.

N.B. 8.—All letters *re* School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

N.B.—A P.U.S. Children's Gathering will be held at Wembley at the British Empire Exhibition on June 13th and 14th. For reading, songs, recitations, hymns in this connection see the April *Parents' Review* under "Our Work."

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The Parents' Union School.

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FORM IV.

PUPILS' NAMES

Bible Lessons.

- I. 1. "The sources of Genesis go very far back into antiquity."
What do you know about this? Mention some of the spiritual truths which are represented in the early chapters of Genesis.
2. Describe the character of Jacob, referring to the incidents in his life which reveal it.
- II. 1. Give some account of Barnabas, his character and influence upon the Church.
2. "There came a murmuring of the Grecians against the Hebrews." Why? Describe the appointment of the Deacons.
3. Mention some of the thoughts concerning "the mind of Christ" which St. Paul writes about to the Church at Philippi.
4. What teaching did our Lord give Nicodemus? What lessons may we learn?

Writing.

Write ten lines of poetry from memory.

Dictation.

Winners in Life's Race, page 346, "Surely then . . .
Creator."

Composition.

1. Write and send a letter to one of the writers in the June P.R. upon one of the following, — (a), The Children's Gathering at Wembley, (b), the people who have interested you in this term's work.
2. Some verses, which must scan, on one of the following, — Nausicaa, Livingstone, Garibaldi, a summer hedge-row, "Miss Matty."

English Grammar.

1. Analyse, parsing the words in italics,—
“It was the *Rainbow* gave thee birth
And left thee *all* her lovely hues;
And, as her mother's name was *Tears*,
So runs it in thy blood to *choose*
For haunts the lonely pools, and *keep*
In company with trees *that* weep.”
2. Show, in sentences, three different functions of the words,—*after, even, as, but, enough*; parse in each case.
3. Classify the weak verbs and give the chief parts of the following: *feel, read, buy, mend, shut, kill, burn, strew, lose, build, blame, seek*.

Literature.

1. Write an account of Tennyson. What poems of his have you read? Quote lines where you can.
2. Give some of (a), Ruskin's counsels upon reading, or, (b), Carlyle's thought upon Dante and his work.
3. Describe the part played by “Polonius” in *Hamlet*, quoting any well-known sayings,
or, 3. “Miss Flite,” or, “Mrs. Jellaby,” or, “Mr. Turveydrop” “at home.” Describe it.

English History.

1. Describe briefly the causes and the result of the Indian Mutiny.
2. Give a short account of the character and policy of (a), W. E. Gladstone, (b), Disraeli.
3. What do you know of “the Egyptian Question” from 1884-1898?

General History.

1. Describe the founding of the Kingdom of Italy under Victor Emmanuel and Garibaldi.
2. To what great aim did Bismarck dedicate himself? By what steps did he endeavour to carry it out?
3. Give some account of the influence of the Greeks upon the Romans as regards culture and luxury.

Citizenship.

1. Mention some of the ways in which we must show Justice. Give examples from your reading this term.
2. By what steps did Titus establish the liberty of the Grecians?
- or, 2. Give some account of the work of two of the following: Cecil Rhodes, General Botha, General Smuts.
3. Describe the work for which the Urban or District Council is responsible.

Geography

1. Describe (a), the valley of the Ganges, (b), the coast plains of India.
2. Give a rough sketch map of Africa, indicating the different spheres of influence and any recent changes.
3. Give some account of the motions of the sea.
4. Describe (a), the meeting of Livingstone and Stanley, or, (b), the career of Vice-Admiral Hardy.

Natural History.

1. Draw and explain the skeleton of a snake. How does a snake move? Describe any snakes you have seen.
2. What do you know of the habits of the following,—dodder, toothwort, yellow rattle, eyebright, bird's nest orchis? How would you recognize each?
3. What plants would you expect to find in a meadow in summer? Describe fully four of them.

General Science

1. How may the density of (a), solids, (b), liquids be measured? Show that the pressure of liquids depends upon height.
2. What is a mirage? How may it be explained? What does it teach us about matter and sight?

Physiology and Hygiene.

1. What was the discovery made by William Harvey? Explain, with diagrams.
2. What is the work of the skin? Why is it so important to keep the skin clean?

Picture Study

Describe Pintoricchio's “The Dispute of St. Catherine.”

Arithmetic.

1. Find, correct to a penny, the Present Value and True Discount on £8120 due in $\frac{3}{4}$ year at 4%.
2. If A invest £1274 in $3\frac{1}{2}\%$ stock at 91, and a like sum in 4% at $90\frac{3}{4}$, what will be his income?
3. If an engine consume $52\frac{47}{100}$ tons of coal in $29\frac{7}{10}$ days, how many days would $91\frac{5}{8}$ tons last?

Geometry.

1. The opposite angles of any quadrilateral inscribed in a circle are together equal to two right angles.
2. PQ and RS are two chords of a circle intersecting at X: prove that the triangles PXS and RXQ are equi-angular to one another.
3. The opposite sides and angles of a parallelogram are equal to one another, and each diagonal bisects the parallelogram.

Algebra.

- Plot the graphs represented by the equations,—
(a), $x - y = 0$. (b), $3x + 5 = 2y$.
- If a man pays £11 : 13 : 4 in income tax at 5d. in the £, what is his income? Find by means of a graph.
- Solve the following equations in two ways and verify the solutions,—
(a), $x - y = 25$ (b), $2x = 5y + 1$
 $x + y = 13$ $24 - 7x = 3y$

Latin

- Translate *Limen*, p. 38, "*Per silvam . . . baculum*," then give a written narration in Latin. Construe the last two sentences.
- Quote and explain Latin sentences showing the use of the Infinitive with the Accusative Case.
- Give the English words derived from *fabula*, *nauta*, *periculum*, *praeceptum*, *studium*, *verbum*, *liber*, *insula*.

German.

- Tell, in German, the story of *Kohl, Wolf und Ziege*.
- Connect sentences with the conjunctions *da*, *als*, *wenn*, *darum*, *sonst*, using the verbs *müssen*, *mögen*, *untersagen*, *durchreisen*, *wiederholen* (third person singular, Imperfect Indicative).
- Translate Reproduction II., p. 193 (Siepmann), "Two boys . . . hide-and-seek."

or, Italian.

- Show, in sentences, the uses of (a), the Definite and (b), the Partitive article.
- Write the chief parts of the verbs: *dare*, *crecere*, *cogliere*, *andare*, *ascendere*.
- Write, in Italian, one of the *Cento Racconti* which you have read this term.

French

- Give an account, in French, of (a), The Finding of "Le trésor du vieux Seigneur," or, (b), "Les Vendanges."
- Give examples showing the irregularities of the verbs: *jeter*, *se taire*, *céder*, *appeler*, *vaincre* (Present Indicative, Past Definite or Future tenses).
- Translate Exercise II., p. 178, sentences 12-21 inclusive.

Drawing.

- An original illustration for a scene in (a), South Africa, or, (b), Cranford.

Musical Appreciation.

- Contrast the methods of Handel and J. S. Bach with special reference to their respective treatment of variations, or, justify the assertion that Handel was as representative of his age as J. S. Bach was unrepresentative.
- Write *three* lines on any *five* of the following,—Canons; Lesson; "Water Music"; "Serse"; "The Messiah"; "The Harmonious Blacksmith"; Doubles.

Recitations.

Father to choose two Bible passages of ten verses each, a hymn, a poem by Tennyson, and a scene from *Hamlet*, or, *Bleak House*.

Reading.

Father to choose a poem and a leading article from a newspaper.

Music.

Examine in work done.

Singing.

Father to choose an English, a French, and a German song, and three exercises.

Drill.

Report progress.

Work.

Outside friend to examine. List of work completed to appear in *Parents' Report*.

Summer Examination.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. This examination is optional. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside, either before July 30th or after September 15th.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the child has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.